



PSYCHO - SOCIAL PROBLEMS AFFECTING PRACTICE TEACHING OF STUDENT TEACHERS OF B.ED., PROGRAMME WITH SPECIAL REFERENCE TO PARENTS' EDUCATION AND FAMILY TYPE

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ABSTRACT

This study was conducted to find out Psycho - Social problems affecting Practice teaching of Student Teachers of B.Ed., Programme with special reference to Parents Education and family type. The present study consists of 1000 B.Ed., student Teachers undergoing Teacher training in B.Ed., Colleges in Chennai, Cuddalore, Thanjavur and Vellore Districts of Tamilnadu State. The sample was selected by using simple random sampling technique. Findings shows, moderate level of Teaching competency and B.Ed., Student Teachers have moderate level of Psycho-Social problems. There is a significant difference among the sub-samples of parents' education (Illiterate/School Education /College Education with respect to their Teaching Competency and Psycho-Social problems. There is a significant difference between Family type of students with respect to their Teaching Competency and Psycho-Social problems. Further the r-value indicates significant and negative relationship between the variables- Teaching Competency and Psycho - Social problems.

KEYWORDS: Student teachers, Psycho-social problems, Teaching practice.

INTRODUCTION:

Teacher education is essential for teachers at all levels of education, namely pre-primary, primary, elementary, secondary, higher secondary and the tertiary. The quality of a nation depends upon the quality of its citizens. The quality of its Citizens depends not exclusively, but in a critical measure upon the quality of their education and the quality of their education depends more than upon any single factor upon the quality of their teacher. Whatever policies may be laid down, in the ultimate analysis they have to be implemented by teachers as much through their personal example as through teaching- learning processes. India has reached the threshold of the development of new technologies which are likely to revolutionise the classroom teaching. Unless capable and committed are teachers in service, the education system cannot become a suitable and potential instrument of national development.

Teacher-education lays emphasis on practice teaching. The purpose of the programme of practice teaching is to provide real experience to prospective teachers and to initiate them in the skills of teaching of children. Practice teaching is an obligatory requirement in the B.Ed. curriculum. It occupies a key position in the programme of teacher education and is a culminating experience in teacher preparation. It provides opportunities to beginning teachers to become socialized into the profession. Psychosocial problems include the broad spectrum of everything that is not strictly medical-somatic. They affect the functioning of a person in daily life, and concern his/her environment and/or biography. For this study, the psycho-social problems have been defined as a collective term for the problems- Behavioural problems, emotional problems, social problems and educational problems felt by the B.Ed. student teachers during their practice teaching, which affect the objective of practice teaching, and later the achievement of teaching competency.

OBJECTIVES OF THE STUDY:

The following objectives were framed for the present study:

1. To find out the level of Teaching Competency of B.Ed., student Teachers.
2. To find out the level of Psycho-Social problems of B.Ed., student Teachers.
3. To find out whether there is any significance of the difference among the sub-samples of parents' education (Illiterate/School Education /College Education with respect to their Teaching Competency, Psycho-Social problems.
4. To find out whether there is any significance of the difference between nuclear and joint family students with respect to their Teaching Competency, Psycho-Social problems.
5. To find out whether there is any significant relationship exists among Teaching Competency and Psycho-Social problems of B.Ed., Student Teachers.

HYPOTHESES OF THE STUDY:

On the basis of the objectives the following hypotheses were framed:

1. The level of Teaching Competency of the B.Ed., student Teachers is average.
2. The level of Psycho-Social problems of B.Ed., student Teachers is low.
3. There is significant difference among the sub-samples of parents' education (Illiterate/School Education /College Education with respect to their Teaching Competency, Psycho-Social problems.
4. There is significant difference between nuclear and joint family students with respect to their Teaching Competency, Psycho-Social problems.
5. There is significant relationship exists among Teaching Competency and Psycho-Social problems of B.Ed., Student Teachers.

METHODOLOGY IN BRIEF:

The present investigation was undertaken by using normative survey method

Sample of the Study:

The present study consists of 1000 B.Ed., student teachers undergoing Teacher training in B.Ed., Colleges in Chennai, Cuddalore, Thanjavur and Vellore Districts of Tamilnadu State. The sample was selected by using simple random sampling technique.

Tools Used:

1. Teaching Competency measurement Schedule followed by the Tamilnadu Teachers Education University, Tamilnadu.
2. To find out the Psycho -Social problems of B.Ed., Student Teachers 5 scales have been constructed and validated by the investigator, they are:
 - a. Behavioural problems Scale,
 - b. Emotional problems Scale,
 - c. Social problems Scale,
 - d. Educational problems Scale and
 - e. Attitude towards Teaching Scale

Table No. 1: The Mean and Standard Deviation of Teaching Competency Scores of B.Ed., Student Teachers

Variable	N	Mean	S.D
Teaching Competency	1000	60.82	8.109

From the above table the Mean and SD are found to be 60.82 and 8.109, which indicates that B.Ed., Student Teachers have moderate level of Teaching Competency.

Table No. 2: The Mean and SD of Psycho-Social problems Scores of B.Ed., student teachers

Variable	N	Mean	S.D
Psycho-Social problems	1000	293.53	34.526

From the above table the Mean and SD are found to be 293.53 and 34.526., which indicates that B.Ed., Student Teachers have moderate level of Psycho-Social problems.

Table No. 3: The significance of difference among the sub-samples of parents' education (Illiterate/School Education / College Education with respect to their Teaching Competency and Psycho-Social problems Scores

Variable	Source of variance	Sum of Squares	Df	Mean Square	F	Significance at 0.05 level
Tc	Between Groups	3143.846	2	1571.923	25.054	Significant
	Within Groups	62553.030	997	62.741		
	Total	65696.876				
PSP-Total	Between Groups	72657.469	2	36328.735	32.391	Significant
	Within Groups	1118205.747	997	1121.570		
	Total	1190863.216	999			

From Table by comparing the calculated 'F' values with the table values ($F=3.00$), it is inferred that the sub samples of community of B.Ed.student teachers have significant 'F' values for the scores of teaching competency ($F=25.054$), PSP-Total ($F=32.391$), Hence the null hypothesis, that there is significant difference among the sub-samples of Parents' education (Illiterate/School Education /College Education) with respect to their teaching competency, psycho-social problems in total.

Table No. 4: The significance of difference between Nuclear and joint family, Student Teachers with respect to their Teaching Competency and Psycho-social problems Scores

Variable	Source of variance	Sum of Squares	Df	Mean Square	F	Significance at 0.05 level
TC	Nuclear	721	61.33	7.825	3.090	Significant
	Joint	279	59.49	8.677		
PSP-Total	Nuclear	721	290.76	33.444	3.967	Significant
	Joint	279	300.69	36.270		

From Table by comparing the calculated 't' values with the table values ($t=1.96$), it is inferred that B.Ed. student teachers with nuclear and joint family have significant difference for the scores of teaching competency ($t=3.090$), PSP-Total ($t=3.967$), Thus the null hypothesis, that there is a significant difference between nuclear and joint family students with respect to their teaching competency, psycho-social problems in total.

Table No. 5: Correlation between the B.Ed., Student Teachers' Teaching Competency and Psycho-Social problems

Dependent Variable	Independent Variables	'r' value	Significance at 0.05 level
Teaching Competency	Psycho-Social problems	-0.866	Negative and Significant

As It is found from the Table No 5, that the calculated r-value is significant and negative between the variables, Teaching Competency and the Psycho - Social problems.

CONCLUSIONS:

The Teaching practice is considered as the heart of B.Ed., Programmes the Psycho-Social problems faced by the Students teachers should be addressed with proper remedies. Findings shows moderate level Teaching Competency and moderate level of Psycho Social problems. Parental education leads to significant differences among their sub variables for all the selected variables. Hence, it may be concluded that these demographic variables causes an impact on teaching competency of B.Ed., teacher trainees. Further, There is a significant difference between nuclear and joint family students with respect to their teaching competency, psycho-social problems in total, Hence, it may be concluded that the type of family of the student teacher has significant influence over the teaching competency. Hence, the future teacher educators should be advised family counseling. This will lead to make further modifications in the existing Teacher Education curriculum by extending further more concentration towards theses Problems to enhance and sustain quality of Teaching Practice.

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